

Georgia's Literacy Plan **VISION 2030**

Draft Review • 11-13-25

Turn the page to a brighter future.

A Letter from Chairman Scott Johnson, Georgia Council on Literacy

Georgia's future is being written every day—in classrooms, homes, libraries, and communities across our state. Reading is not simply an academic milestone; it is the foundation for learning, opportunity, and lifelong success. Yet too many Georgia students still struggle to read proficiently, not for lack of effort or talent, but because our support systems remain fragmented and uneven.

For two years, the Georgia Council on Literacy has built a strong foundation – advancing policies and championing evidence-based science of reading practices that are transforming classrooms across the state. Now is the time for Georgia to act boldly and collectively. Our educators, families, and leaders share an unwavering commitment to literacy, but commitment alone is not enough. Together, we must create a unified, data-driven literacy system that ensures every child in every community has the opportunity to become a competent, capable reader.

Guided by the principles of **Every Child a Reader, Every Educator Prepared, and Every Community Supported**, *Georgia's Literacy Plan: Vision 2030* unites our collective work around four powerful priority areas:

1. **Mobilizing Communities through Georgia Reads** – Uniting schools, families, and partners to build local literacy ecosystems and sustain a culture of reading.
2. **Building Educator and Leader Capacity through Coordinated Literacy Coaching** – Providing personalized, job-embedded coaching and professional learning to strengthen literacy instruction statewide.
3. **Strengthening Early Language and Developmental Systems** – Expanding coordinated birth-to-five services to ensure timely developmental screening, early intervention, and strong family support.
4. **Implementing Systematic Screening for Hearing, Vision, and Language Development** – Removing preventable barriers to reading so every student can fully engage in learning.

Vision 2030 is both a vision and a challenge—a call to action for every Georgian. It demands courage to confront inequities, commitment to use data as our guide, and collaboration across agencies and communities. When every child can read, every classroom thrives, and every community grows stronger.

Together, we can make Georgia a state where literacy is the foundation of opportunity for all.

Scott Johnson

Introduction

Georgia's State Literacy Plan, *Vision 2030*, has been designed as a dynamic, living document to guide the state in uniting all Georgians around one essential goal: ensuring that every resident has the literacy skills necessary to live healthy, productive lives. While Georgia is recognized as the number one state for business in the nation, we know that sustaining this distinction depends on achieving strong literacy outcomes for both children and adults.

Vision 2030 is anchored in three guiding principles: **Every Child a Reader, Every Educator Prepared, and Every Community Supported**. Achieving these principles requires unprecedented levels of communication, coordination, and collaboration among state agencies and leaders, as well as consistent implementation at the local and community level. The dual nature of this work demands strong systems-based solutions that connect state-level efforts with community-driven initiatives.

In this initial publication of *Georgia's Literacy Plan: Vision 2030*, our partners have begun to outline the steps necessary to create these systems, yet much work remains. *Vision 2030* serves as the first roadmap, a living guide that will evolve as we progress toward our goals. This plan establishes clear goals and measurable outcomes and reflects a process of critical self-evaluation designed to improve collective practices and processes.

We extend our gratitude to the Georgia Council on Literacy, our working groups, agency partners, and community partners for their dedication in shaping *Vision 2030*. Special recognition goes to our working group leads for their commitment to challenging both their professional communities and their working groups to define actionable goals that can make a tangible difference for all Georgians. We also acknowledge the foundational work of the **Get Georgia Reading Campaign**, which has advanced literacy outcomes across the state since 2016. Finally, this work would not be possible without the legislative and financial support of the Georgia General Assembly, which has invested more than \$36 million in support of *Vision 2030* and provided guidance for forward progress through targeted legislation. Through our ongoing collective commitment, we will realize the promise of *Vision 2030*—ensuring that every Georgian thrives in literacy by 2030 and beyond.

Legislative Action and Funding Summary



SB48, Enacted 2019

- Defines dyslexia in legislation
- Establishes *Dyslexia Teacher Endorsement*
- Mandates screening for grades K-3 beginning 2024-2025



SB 211, Enacted 2023

- Establishes the Georgia Council on Literacy
- Establishes the Georgia Literacy Coach role at GOSA
- Limited approved screeners

Associated Funding:
\$1.0 million



HB 538, Enacted 2023

- Mandates
 - Use of High-Quality Instructional Materials (HQIM)
 - Universal screeners for all K-3 students
 - Tiered Interventions for identified students
- Professional learning in Science of Reading for all K-3 teachers
- Teacher preparation alignment
- Appropriates funding for statewide literacy coaches
- Appropriates funding for universal screener development and implementation

Associated Funding:
\$11.2 million



Council Recommendations, 2024

- Combine existing legislation for implementation clarity
- Provide oversight for literacy coach coordination between RESAs and DOE



HB 307, Enacted 2025

- Consolidates previous literacy legislation
- Bans use of three-cueing model
- Establishes the Georgia Literacy Coach Coordinator role at GOSA
- Establishes the Georgia Literacy Coach Coordinating Committee
- Continues appropriation for literacy coaching
- Continues funding for universal screener implementation

Associated Funding:
\$24 million

Georgia's Council on Literacy

The Georgia Council on Literacy was created during the 2023 Georgia legislative session by Senate Bill 211. The Council is comprised of 30 members who are appointed by the Governor, the Lt. Governor, and the Speaker of the House and is tasked with reviewing state policies, advising legislative partners and the State Board of Education, and issuing annual reports for recommended actions. The Council's primary function is to provide oversight and accountability to ensure that science of reading and Dyslexia reforms mandated in statute are coordinated across state agencies and are implemented with fidelity.

Georgia Council on Literacy

Scott Johnson	Chairman, Georgia Council on Literacy
Katie Bennett	Teacher, Forsyth County Schools
Dr. Gary Bingham	Professor, Georgia State University
Sen. Max Burns	Chairman, Senate Higher Education Committee
Dr. Stan DeJarnett	Chair, State Board of Education
Amy Denty	Director of Literacy, Georgia DOE
Rep. Demetrius Douglas	Member, House Minority Caucus Appointment
Rep. Chris Erwin	Chairman, House Education Committee
Dr. Yancey Ford	Superintendent, Effingham County Schools
Carlett Fulcher	Teacher, Rincon Elementary School
Rep. Matt Hatchett	Chair, House Appropriations Committee
Sen. Billy Hickman	Chairman, Senate Education Committee Vice Chairman, Senate Higher Education Committee
Jailene Hunter	Member, Marietta City Schools BOE
Sen. RaShaun Kemp	Member, Senate Minority Caucus
Dr. Bubba Longgear	Superintendent, Candler County Schools
Rep. Chuck Martin	Chair, House Higher Education Committee
Kelly McKay	Asst. Superintendent, Rabun County Schools
Christie Moore	President and CEO, Valdosta Chamber of Committee
Dr. Lindee Morgan	Executive Director, Sandra Dunagan Deal Center for Early Language and Literacy
Dr. Whit Myers	Member, Screven County Schools BOE
Andri Pilgrim	Educator, Retired
Dr. Noris Price	Superintendent, Retired
Rep. Carmen Rice	Vice Chairwoman, House Education Committee
Jeanne Seaver	Literacy Advocate
Katie Seymour	Instructional Coach, Putnam County Schools
Sen. Freddie Powell Sims	Member, Senate Minority Caucus Appointment
Sen. Blake Tillery	Chair, House Appropriations Committee
Julie Walker	State Librarian of Georgia
Dr. Stephanie Westhafer	Teacher, Jackson County Schools
Ellen Wiley	Board of Trustees, Atlanta Speech School, Athens Academy, and Trinity School

Council Members, effective October 2025

The Model

1 Every child a reader

Every child in Georgia will be a proficient reader by the end of third grade.

Students beyond third grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.

Children entering kindergarten will have a foundation of skills essential for language and literacy learning.



2 Every educator prepared

Educators will have the knowledge and skills to effectively teach all students to read.

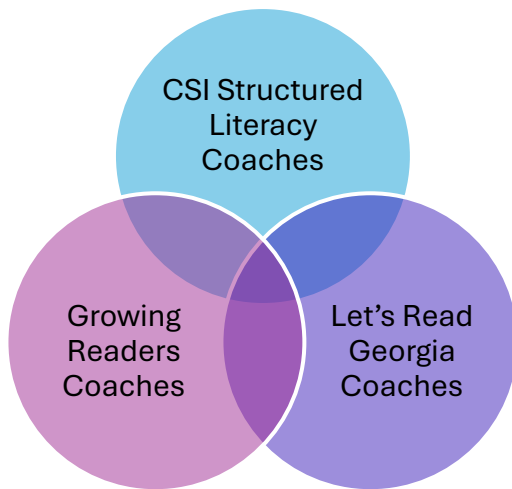
Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.

3 Every community supported

Families and communities will have access to knowledge and resources to actively engage in literacy.

Every adult in Georgia will possess literacy skills essential for the workforce and daily life.

Focus Area: Building Educator and Leader Capacity through Coordinated Literacy Coaching



Georgia is leading the nation in literacy through three coordinated coaching initiatives that deliver personalized, job-embedded support to every educator and leader. Backed by state and federal funding, these efforts are unified through the **Georgia Literacy Coach Coordinating Committee**, ensuring coherence, alignment, and measurable impact. This unprecedented partnership—connecting Georgia’s 16 Regional Education Service Agencies (RESAs), the Georgia Department of Education, the Georgia Council on Literacy, and every local school district—is transforming instruction, accelerating learning, and improving literacy outcomes statewide.

Georgia’s three coaching systems model the principles of differentiated instruction we expect for students—ensuring every teacher and leader receives the tailored professional learning and in-classroom coaching needed to strengthen literacy instruction in every Georgia classroom. **CSI/Structured Literacy Coaches** serve as embedded instructional partners in Georgia’s lowest-performing schools, working alongside teachers and administrators to model effective practices and build leadership capacity. **Growing Readers** combines targeted professional learning with explicit implementation goals, with each Coaching Specialist supporting up to 24 teachers over a two-year cycle to bridge the gap between knowledge and practice. **Let’s Read Georgia Coaches** offer flexible, district-aligned literacy coaching to all 181 school districts, coordinated through Georgia’s RESAs, providing responsive, needs-based support aligned with local literacy priorities.

Georgia’s unified literacy coaching system stands as a national model—ensuring every educator is prepared, every classroom is supported, and every child has the opportunity to read, learn, and thrive.

Focus Area: Mobilizing Communities through Georgia Reads

Georgia Reads is the Georgia Council on Literacy’s statewide movement to ignite a culture of reading and learning across every community. By connecting families, schools, and community partners, Georgia Reads shines a spotlight on the people, programs, and partnerships that make literacy possible. The initiative unites public and private efforts to ensure that from the earliest days of childhood through adulthood, every Georgian has the opportunity to read, learn, and thrive.

The **Georgia Reads Community Award** represents the highest expression of the Georgia Reads movement in action. It celebrates local communities that harness the power of collective impact—uniting schools, families, businesses, faith-based organizations, nonprofits, and local governments to advance literacy for all. While state-level initiatives focus on building systemic supports, the Georgia Reads Community Award highlights how that work takes root at the local level, where collaboration drives sustainable, ground-up change.

Awarded communities demonstrate a shared vision for literacy, a commitment to partnership, and data-based evidence of improvement in literacy access or outcomes. Many current awardees build on their engagement through the **Get Georgia Reading Campaign**, leveraging existing coalitions to deepen their impact and sustain progress. These Georgia Reads Communities embody the guiding principles of the state literacy plan—ensuring that every child is a reader, every educator is prepared, and every community is supported.



Focus Area: Strengthening Early Language and Developmental Systems



Georgia is prioritizing the systemization of early developmental screening, intervention, and cross-agency communication from birth to five. The earliest years of a child's life lay the foundation for all future learning, yet the systems that identify and respond to developmental and language needs are often fragmented. In many regions, families face limited access to high-quality screening tools and qualified intervention providers, while educators and service coordinators lack a centralized referral process. When services are available, providers often operate in parallel rather than in coordination with each other. These gaps delay essential early intervention services that form the foundation for language development, early literacy, and school readiness.

Building an **integrated, statewide system of early identification and intervention** directly supports Georgia's literacy vision by ensuring that developmental, language, and hearing concerns are addressed early—before they impede emergent literacy and school readiness. When screening and intervention systems function as a connected continuum, families experience smoother transitions, children receive timely support, and educators enter the K–3 system equipped with essential developmental data to tailor instruction.

This coordinated approach aligns with the Georgia Council on Literacy's guiding principles of **Every Child a Reader, Every Educator Prepared, and Every Community Supported**. By

improving the efficiency and responsiveness of the systems Georgia families engage with before age five, the state can reduce the need for intensive interventions later in life. Early identification and seamless coordination not only strengthen language and literacy development but also build the foundation for every Georgia child to enter school ready to read, learn, and thrive.

Focus Area: Implementing Systematic Screening for Hearing, Vision, and Language Development

Research clearly demonstrates that students with inadequate vision struggle to read efficiently, sustain visual attention, and fully engage in classroom instruction. Vision and hearing are foundational to literacy—affecting decoding, fluency, comprehension, and overall learning engagement. When these physical access points to learning are compromised, students face preventable barriers to reading success.

In Georgia schools, **30 to 35% of students fail vision screening tests** each year. With approximately **150,000 students per grade**, this represents **45,000 to 52,500 students** who may be learning with uncorrected vision challenges. Critically, **80% of these cases are correctable**, meaning about **36,000 students per grade** could have their vision fully restored through glasses or other refraction. Early, systematic screening—beginning before kindergarten and continuing through high school—ensures that both developmental and emerging vision or hearing issues are detected and treated before they limit reading development.

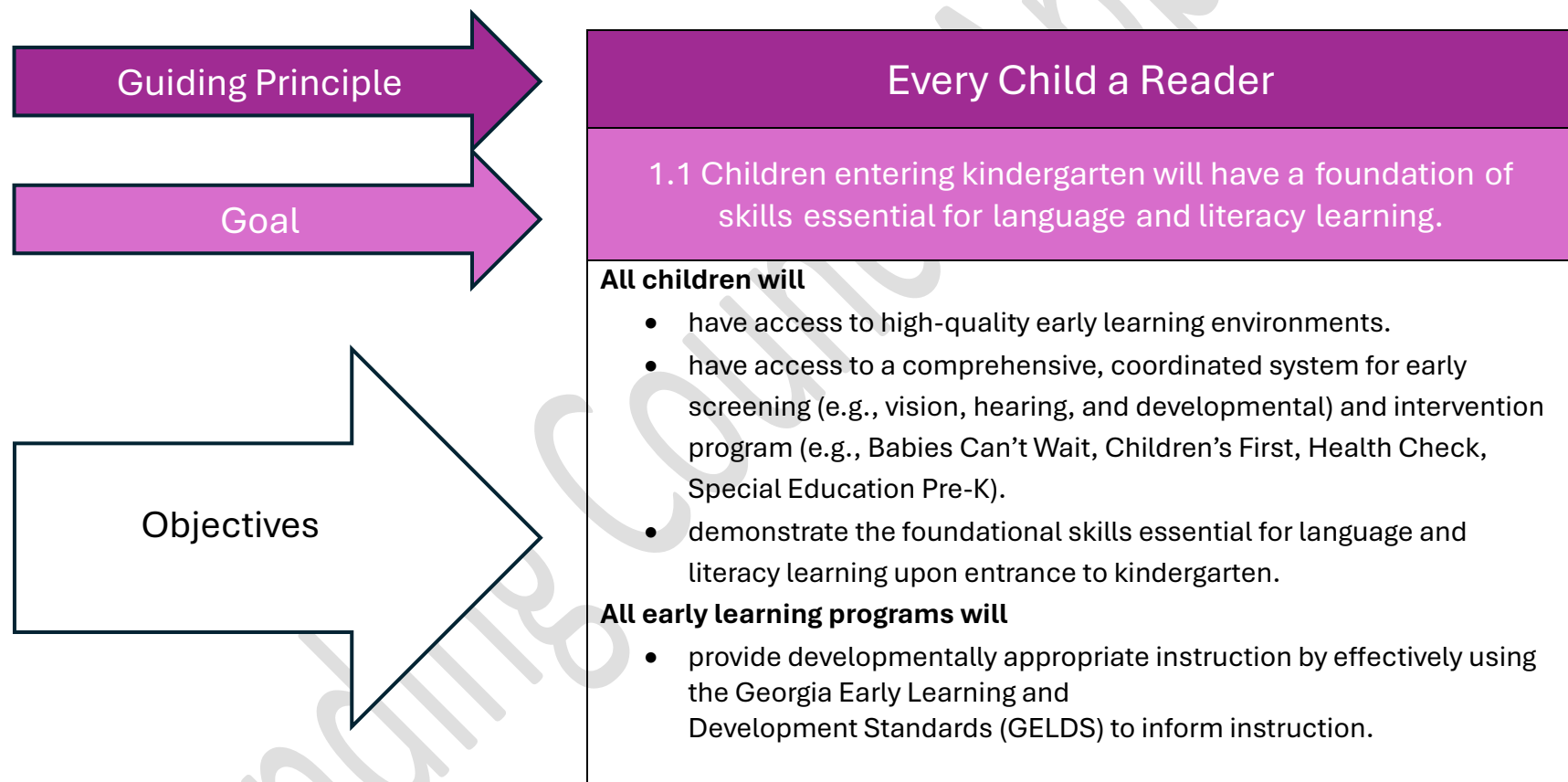


Because vision and hearing needs change as children grow, **ongoing screening across childhood** is essential. Myopia and other visual changes often appear after third grade, while hearing loss can emerge from chronic infections or environmental factors. Embedding **systematic screening and referral processes** within both education and healthcare systems would allow Georgia to identify and address these barriers early and continuously.

A coordinated statewide approach—linking schools, pediatricians, and community health providers—would create the conditions for **immediate and sustained improvement in literacy outcomes**. Ensuring that every child can see, hear, and read well is both an achievable and essential goal for Georgia’s comprehensive literacy plan.

Plan Structure

Georgia's Literacy Plan: Vision 2030 uses three guiding principles to organize the work of improving literacy outcomes for Georgia's citizens: **Every Child a Reader, Every Educator Prepared, and Every Community Supported**. These principles serve as overarching aspirations for collective work. Nested within them are seven goal areas which are broken into 16 objectives. Below is an example of this structure using



Plan Overview

Every Child a Reader	Every Educator Prepared	Every Community Supported
1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning. 1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade. 1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.	2.1 Educators will have the knowledge and skills to effectively teach all students to read. 2.2 Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.	3.1 Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy. 3.2 Every adult in Georgia will possess literacy skills essential for the workforce.
All pre-school children will • have access to high-quality early learning environments and programs providing instruction supporting language and literacy learning. • have access to a systematic early screening and intervention program (e.g., language, vision and hearing). • demonstrate the foundational skills essential for language and literacy learning upon entrance to compulsory education. All early learning centers will • provide developmentally appropriate instruction by effectively teaching the Georgia Early Learning and Development Standards (GELDS). All schools will • implement effective screening, data review, and intervention processes (K-3 and K-12). • implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being characteristics. • provide developmentally appropriate instruction by teaching the new K-12 ELA standards through the effective implementation of HQIMs (K-3) and appropriate resources (K-12).	All pre-service educators will • receive high-quality preparation appropriate for their field of certification grounded in the science of reading and evidence-based instructional practices. All educators will • have access to a comprehensive system of support to ensure high-quality instruction in every classroom. • have access to appropriate and ongoing professional learning to build knowledge and skills to implement high-quality classroom instruction. All leaders will • have access to a high-quality system of support to develop the necessary skills to implement a comprehensive, evidence-based schoolwide literacy plan. • have the knowledge and skills to implement a comprehensive school-wide, evidence-based literacy plan. • have access to ongoing high quality professional learning to build knowledge and skills sufficient to develop and implement school-wide literacy plans.	All families will • have a community-based support system to ensure their children's language and literacy development (e.g., medical care, library access, appropriate screenings, etc.). • have the knowledge, tools, and resources to ensure children's language and literacy development including parent and caregiver awareness and engagement initiatives. All communities will • implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults. All adults will • have access to knowledge, tools, and resources that support the development of essential literacy necessary to engage in meaningful employment.

Goal 1.1: Every Child a Reader

Every child in Georgia is a confident, capable reader, supported by strong families, excellent educators, and unified community partnerships. From birth through high school, children develop foundational language skills, engage deeply in literacy and learning, and have access to advanced opportunities that prepare them for college, career, and citizenship. Schools and districts are guided by unified literacy plans, educators and leaders receive ongoing training and support, and successes are celebrated. As reading proficiency increases, communities benefit from increased school attendance, stronger student engagement, broader opportunities, a better prepared workforce and safer, more vibrant neighborhoods where literacy is the shared foundation for success.

To realize this vision Georgia has established three goals...

1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.

1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.

1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.

If all children are to enter kindergarten with a foundation of skills essential for language and learning,

All children will

- have access to high-quality early learning environments.
- have access to a comprehensive, coordinated system for early screening (e.g., vision, hearing, and developmental) and intervention program (e.g., Babies Can't Wait, Children's First, Health Check, Special Education Pre-K).
- demonstrate the foundational skills essential for language and literacy learning upon entrance to kindergarten.

All early learning programs will

- provide developmentally appropriate instruction by effectively using the Georgia Early Learning and Development Standards (GELDS) to inform instruction.

Goal 1.1: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
1.1.1A	DECAL	Increase the percentage of quality rated programs with 2-to-3-star ratings to 75% by 2030	Baseline	Projected TBD	Projected 75%
			Actual	Actual	Actual
1.1.1A	DECAL	Increase the percentage of children with CAPS scholarships enrolled in 3-star quality rated programs to 25% by 2030	Baseline	Projected TBD	Projected 25%
			Actual	Actual	Actual
1.1.1A 1.1.1B 1.1.4	DECAL	75% of early learning teachers working in licensed programs will complete training on GELDS	Projected 75%	Projected 88%	Projected 100%
			Actual	Actual	Actual
1.1.1A 1.1.1B	DECAL	85% of early childhood teachers in licensed childcare settings will demonstrate proficiency in language and literacy development through a state-approved, competency-based professional learning system	Projected 85%	Projected 95%	Projected 100%
			Actual	Actual	Actual
1.1.3	DECAL	Increase the percentage of kindergarten students scoring at or above benchmark on beginning of year universal screener to 70% by 2030	Baseline	Projected TBD	Projected 70%
			Actual	Actual	Actual
1.1.2A	EHDI DPH	Increase the number of children having a documented hearing screening by 12 months of age by 5% annually.	Baseline	Projected TBD	Projected TBD
			Actual	Actual	Actual
1.1.2A	DPH	Increase the number of children birth to age five receiving documented vision screenings by 5% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.1.2A 1.1.2B	EHDI DPH DECAL	Increase the percentage of children birth to age five identified through DECAL-supported developmental, vision, or hearing screenings as “needing further evaluation” receiving documented follow-up or referral to appropriate agency within 60 days by X% annually	Baseline	Projected TBD	Projected TBD
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
• Develop a comprehensive system of professional learning for early learning professionals (ongoing beginning 2026) • Develop a proposal for increasing coaching related to language and literacy development to support early learning programs (2026-2027) • Develop an early literacy coaching model for early learning providers • Increase financial incentives for becoming and remaining an early learning provider					

- Increase access to screening and intervention services in language and literacy development, vision, and hearing

Goal 1.2: Overview

Every child in Georgia is a confident, capable reader, supported by strong families, excellent educators, and unified community partnerships. From birth through high school, children develop foundational language skills, engage deeply in literacy and learning, and have access to advanced opportunities that prepare them for college, career, and citizenship. Schools and districts are guided by unified literacy plans, educators and leaders receive ongoing training and support, and successes are celebrated. As reading proficiency increases, communities benefit from increased school attendance, stronger student engagement, broader opportunities, a better prepared workforce and safer, more vibrant neighborhoods where literacy is the shared foundation for success.

To realize this vision Georgia has established three goals...

1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.

1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.

1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials and resources.

If every child in Georgia is to be a proficient reader by the end of 3rd grade,

All K-3 schools will

- implement effective screening, data review, and intervention processes.
- implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being characteristics.
- provide developmentally appropriate instruction by teaching the new K-12 ELA standards through the effective implementation of HQIMs.

All students will

- demonstrate the foundational skills essential for language and literacy learning.

Goal 1.2: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
1.2.1B 1.2.1C	GaDOE and GOSA, Amira Data	Reduce the total percentage of students at the state level flagged from fall to spring administration window of the universal screener by 10 percentage points annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.1A	GaDOE GOSA	Increase the percentage of districts implementing a unified literacy plan that meets required guidelines to 100% by 2030.	Baseline	Projected	Projected 100%
			Actual	Actual	Actual
1.2.1D	RESA	100% of RESAs implement a system for recognizing educators who have demonstrated excellent literacy practices through the Excellence in Literacy Awards	Baseline	Projected 100%	Projected 100%
			Actual	Actual	Actual
1.2.1B 1.2.1C 1.2.4A 1.2.4B	GaDOE	100% of Georgia schools will implement approved universal screeners for all K-3 students during fall, winter, and spring administration windows	Projected 100%	Projected 100%	Projected 100%
			Actual	Actual	Actual
1.2.2A	GaDOE Georgia Milestones	Increase the percentage of students scoring at or above grade level on the 3 rd grade Milestones literacy metric by 5% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.2B	GaDOE Georgia Milestones	Reduce the percentage gap of students scoring at or above grade level on the 3 rd grade Milestones literacy metric between student subgroups by 3% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.2A 1.2.2B 1.2.3A 1.2.3B	GaDOE Milestones literacy metric	75% of 3 rd grade students score at or above grade level on 3 rd grade Milestones literacy metric	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.2.2A 1.2.2B 1.2.3A	GaDOE and GOSA Amira Data	75% of kindergarten students meet grade level expectations as measured by universal screeners	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual

1.2.2A 1.2.2B 1.2.3A 1.2.3B	GaDOE and GOSA Amira Data	75% of 1 st grade students meet grade level expectations as measured by universal screeners	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.2.2A 1.2.2B 1.2.3A 1.2.3B	GaDOE and GOSA Amira Data	75% of 2 nd grade students meet grade level expectations as measured by universal screeners	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.2.2A 1.2.2B 1.2.3A 1.2.3B	GaDOE and GOSA Amira Data	75% of 3 rd grade students meet grade level expectations as measured by universal screeners	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.2.1B 1.2.1C	GaDOE and GOSA Amira Data	85% of K-3 students flagged on fall administration of universal screener demonstrate > 1 year growth on spring administration	Projected N/A	Projected 85%	Projected 85%
			Actual	Actual	Actual
1.2.2C	GaDOE and GOSA	Reduce the percentage of students identified as chronically absent by 50% by 2030	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.2D		% of students entering kindergarten or transferring into public schools have verified vision and hearing screenings recorded on Form 3300	Baseline	Projected	Projected
			Actual	Actual	Actual
1.2.2D		% of students flagged as “Needs Further Evaluation” for vision or hearing receive documented follow-up or referral within 60 days, as reported on Form 3300	Baseline	Projected	Projected 95%
			Actual	Actual	Actual 95%
Future/Long Term Sustainability Goals					
- Pilot literacy screening for all students scoring at “Beginning” on 3rd Grade Milestones in ELA - Pilot model for implementing peer coaching cycles					

Goal 1.3: Overview

Every child in Georgia is a confident, capable reader, supported by strong families, excellent educators, and unified community partnerships. From birth through high school, children develop foundational language skills, engage deeply in literacy and learning, and have access to advanced opportunities that prepare them for college, career, and citizenship. Schools and districts are guided by unified literacy plans, educators and leaders receive ongoing training and support, and successes are celebrated. As reading proficiency increases, communities benefit from increased school attendance, stronger student engagement, broader opportunities, a better prepared workforce, and safer, more vibrant neighborhoods where literacy is the shared foundation for success.

To realize this vision Georgia has established three goals...

1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.

1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.

1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials and resources.

If all students are to continue to enhance their literacy skills with increasingly rigorous and complex materials and resources,

All K-12 schools will

- implement effective screening, data review, and intervention processes.
- implement a systematic support system to ensure student achievement by addressing school climate, attendance, and whole child well-being characteristics.
- provide developmentally appropriate instruction by teaching the new ELA standards through the effective implementation of appropriate resources.

Goal 1.3: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
1.3.1A	GaDOE GOSA	Increase the percentage of districts implementing a unified literacy plan that meets required guidelines to 100% by 2030.	Baseline	Projected	Projected 100%
			Actual	Actual	Actual
1.3.2A	GaDOE	100% of Georgia teachers will complete training on new ELA standards	Baseline 95%	Projected 100%	Projected 100%
			Actual	Actual	Actual
1.3.2B	GaDOE GOSA	75% of 4 th grade students meet grade level expectations as measured by lexile scores on Georgia Milestones	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.3A 1.3.3B	GaDOE GOSA	75% of 5 th grade students meet grade level expectations as measured by lexile scores on Georgia Milestones	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.3A 1.3.3B	GaDOE GOSA	75% of 6 th grade students meet grade level expectations as measured by lexile scores on Georgia Milestones	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.3A 1.3.3B	GaDOE GOSA	75% of 7 th grade students meet grade level expectations as measured by lexile scores on Georgia Milestones	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.3A 1.3.3B	GaDOE GOSA	75% of 8 th grade students meet grade level expectations as measured by lexile scores on Georgia Milestones	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.3A 1.3.3B	GaDOE GOSA	75% of high school students meet grade level expectations as measured by lexile scores on the Literature and Composition 2 End of Course Assessment	Projected 75%	Projected 75%	Projected 75%
			Actual	Actual	Actual
1.3.2C	GaDOE GOSA	Reduce the percentage of students identified as chronically absent by 50% by 2030	Baseline	Projected	Projected
			Actual	Actual	Actual

1.3.2D		Increase the percentage of students entering kindergarten or transferring into public schools having verified vision and hearing screenings recorded on Form 3300 by X% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
1.3.2D		Increase the percentage of students flagged as “Needs Further Evaluation” for vision or hearing receive documented follow-up or referral within 60 days, as reported on Form 3300 by X% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
- Based on 4-12 screener pilot, make recommendations to Executive Committee on possible screener funding for additional grades - Ensure that all schools have appropriate processes and resources in place to support students’ language and literacy development and remediation in grades 4-12 - Implement professional learning system for teachers in grades 4-12 to address early literacy gaps for adolescent students that includes the science of reading, evidence-based instruction, and early language development - Pilot model for implementing peer coaching cycles					

Goal 2.1: Overview

Every preservice and in-service educator in Georgia is equipped and supported to deliver high-quality literacy instruction through coordinated, intentional, and integrated professional learning and preparation programs. Literacy-rich schools are led by empowered leaders, coaches, and teacher leaders who bridge curriculum, instruction, assessment, and professional growth through collaborative planning and actionable coaching cycles. Data-driven decision-making guides instruction and intervention, while collective leadership ensures that educators at every level are engaged. With sustained recognition of the vital role of literacy leaders and ongoing opportunities to improve literacy instruction for all students, Georgia's educators are prepared to foster student success, strengthen public institutions and the workforce, and invest in their own professional development and longevity.

To realize this vision Georgia has established two goals...

2.1 Educators will have the knowledge and skills to effectively teach all students to read.

2.2 Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.

If all educators are to have the knowledge and skills to effectively teach all students to read,

All preservice educators will

- receive high-quality preparation appropriate for their field of certification grounded in the science of reading and evidence-based instructional practices.

All educators will

- have access to a comprehensive system of support to ensure high-quality instruction in every classroom.
- have access to appropriate and ongoing professional learning to build knowledge and skills to implement high-quality classroom instruction.

Goal 2.1: Objectives and Key Results

Measurable Outcomes					
Objectives	Agency or Data Source	Key Results	2026	2028	2030
2.1.1A	GaPSC Program approval reviews	100% of EPPs approved annually embed explicit coursework and practicum experiences focused on structured literacy and differentiated instruction	Projected 100%	Projected 100%	Projected 100%
			Actual	Actual	Actual
2.1.2A	LCCC and Deal Center	Conduct landscape analysis to determine literacy coaching coverage and capacity statewide by July 2026	Projected Completed	Projected Completed	Projected Completed
			Actual	Actual	Actual
2.1.3B	GaDOE Course Completion	100% of K-3 educators completed or are enrolled in an approved science of reading professional development by July 2025	Projected 95%	Projected 100%	Projected 100%
			Actual	Actual	Actual
2.1.1A	USG, Private Institutions, GaPSC	100% of EPPs use a common observation tool for evaluating pre-service teacher candidates' effectiveness in evidence-based literacy instruction by 2030	Baseline	Projected	Projected 100%
			Actual	Actual	Actual
2.1.2A	GOSA LCCC	Increase the percentage of Georgia K-3 schools having access to a credentialed classroom-level literacy coach by 10 percent annually.	Baseline	Projected +10%	Projected +10%
			Actual	Actual	Actual
2.1.2A	LCCC, GOSA RESA Network	95% of reading instruction observed by state literacy coaches in grades K-3 is demonstrates high implementation fidelity using Structured Literacy observation tool by 2030	N/A	Projected 80%	Projected 95%
			Actual	Actual	Actual
2.1.1A	GaPSC, Gace Assessment	80% of educators trained by in-state EPPs taking GACE assessment pass the test on the first attempt by 2030	N/A	Projected 75%	Projected 80%
			Actual	Actual	Actual
2.1.2A	LCCC, GOSA, GaPSC, GaDOE, RESAs	100% of state and federally funded literacy coaches demonstrate proficiency on competency-based assessment measuring science of reading and evidence-based coaching practices by 2030	NA	Projected 85%	Projected 100%
			Actual	Actual	Actual
2.1.2A	LCCC, GOSA,		NA	Projected 80%	Projected 80%

	GaDOE, RESA Network	100% of state and federally funded literacy coaches demonstrate proficiency in using Structured Literacy observation rubrics to measure evidence-based reading instruction implementation by 2030	NA	Actual	Actual
2.1.1A	GaDOE, RESA Network, USG	75% of EPPs averaging at least 60 program completers per year offer specialized endorsements or concentrations in literacy instruction, reading specialist, or literacy leadership for in-service teachers by 2030	NA	Projected 50%	Projected 75%
			Actual	Actual	Actual
2.1.1A	GaPSC	100% of EPPs receive no citations for APIs on Approval Standard 6.6 during program review process annually	Baseline	Projected 100%	Projected 100%
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
- Explore the use of common tools and rubrics to evaluate the effectiveness of classroom practices by pre-service educators - Explore the inclusion of writing in Goal 1.1 as well as the development of a statewide metric for the evaluation of writing proficiency that parallels the statewide reading metric					

Goal 2.2: Overview

Every preservice and in-service educator in Georgia is equipped and supported to deliver high-quality literacy instruction through coordinated, intentional, and integrated professional learning and preparation programs. Literacy-rich schools are led by empowered leaders, coaches, and teacher leaders who bridge curriculum, instruction, assessment, and professional growth through collaborative planning and actionable coaching cycles. Data-driven decision-making guides instruction and intervention, while collective leadership ensures that educators at every level are engaged. With sustained recognition of the vital role of literacy leaders and ongoing opportunities to improve literacy instruction for all students, Georgia's educators are prepared to foster student success, strengthen public institutions and the workforce, and invest in their own professional development and longevity.

To realize this vision Georgia has established two goals...

2.1 Educators will have the knowledge and skills to effectively teach all students to read.

2.2 Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.

If all educational leaders are to have the knowledge and skills to support educators in implementing effective literacy instruction for all students that reflects understanding of whole-child needs,

All leaders will

- have access to a high-quality system of support to develop the necessary skills to implement a comprehensive, evidence-based schoolwide literacy plan.
- have the knowledge and skills to implement a comprehensive school-wide, evidence-based literacy plan.
- have access to ongoing high quality professional learning to build knowledge and skills sufficient to develop and implement school-wide literacy plans.

Goal 2.2: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
2.2.3B	GaDOE	80% of education leaders use data from leadership toolkit to guide decisions for curriculum selection and teacher support annually	Baseline	Projected	Projected 80%
			Actual	Actual	Actual
2.2.1A	RESAs GaDOE, GSSA, GAEL	85% of K-3 principals and instructional leaders demonstrate proficiency in literacy leadership annually	Projected NA	Projected 50%	Projected 85%
			Actual	Actual	Actual
2.2.2C	RESAs GOSA, GaDOE	90% of districts actively use data-driven decision-making models for literacy improvement annually	Projected NA	Projected 90%	Projected 90%
			Actual	Actual	Actual
2.2.1A	GaDOE, RESAs Leader Goals	95% of school and district leaders demonstrate proficiency in evidence-based literacy instructional practices annually	Projected NA	Projected 95%	Projected 95%
			NA	Actual 100%	Actual 100%
2.2.1A	RESAs	100% of RESAs have staff trained in literacy leadership support for school administrators annually	Baseline	Projected	Projected 100%
			NA	Actual	Actual
2.2.3A	RESAs	100% of district and school leaders receive coaching support from RESA literacy coaches in literacy leadership annually	Baseline	Projected 50%	Projected 100%
			Actual	Actual	Actual
	RESAs GaDOE, EPPs	85% of school and district leaders are trained in literacy leadership by 2030	Baseline	Projected	Projected 85%
			Actual	Actual	Actual
	RESAs, EPPs, USG, GaPSC	75% of EPPs offer specialized instruction as part of the Tier II and Tier II APEL certification programs by 2030	Baseline	Projected	Projected 75%
			Actual	Actual	Actual
	GaDOE. Local Districts	90% of schools receive a School Climate Star Rating of 4 or 5 by 2030	Baseline	Projected	Projected 90%
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
Develop comprehensive, systematic support structure for school and district leaders for developing and sustaining literacy rich environments for all students					

Goal 3.1: Overview

Every community in Georgia is united in supporting literacy across the lifespan—from birth through adulthood. Families are actively engaged, literacy resources are widely accessible, and partnerships among school leaders, local government leaders, employers, medical professionals, community and faith-based organizations, the public library system, and business leaders are strong. These collaborative efforts ensure that families and caregivers understand the importance of early literacy and language development, and communities understand the critical role they play in that development. They ensure that every child enters school ready to learn, every adult has access to literacy growth opportunities, and every young adult transitions into post-secondary education or the workforce with the skills needed to thrive. As communities embrace literacy, they cultivate opportunity, and a stronger future for all Georgians.

To realize this vision Georgia has established two goals...

3.1 Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy.

3.2 Every adult in Georgia will possess literacy skills essential for the workforce.

If all families and communities are to have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy,

All families will

- have a community-based support system to ensure their children's language and literacy development (e.g., medical care, library access, appropriate screenings, etc.).
- have the knowledge, tools, and resources to ensure children's language and literacy development including parent and caregiver awareness and engagement initiatives.

All communities will

- implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults.

Goal 3.1: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
3.1.3E	GPLS	Increase the number of “my first library cards” issued by 5% annually	Baseline	Projected 100%	Projected 100%
			Actual	Actual	Actual
3.1.3D	Georgia Reads	Add a minimum of 10 new Georgia Awards Community Awards annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.2A	DPH	Increase percentage of families in high-need communities receiving evidence-based home visits to 25%	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.1A	DPH	Increase the percentage of primary care doctors and pediatricians providing clear information on literacy resources by 5% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.1A	DPH	Increase the number of Medicaid providers for pediatric well care who implement language and literacy development initiatives by 10% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.2B	GPLS	Increase the number of families with children under 5 participating in literacy-focused parent education events to 100,000.	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.2B	Georgia Reads	Launch three Georgia Reads Community Collaboratives annually beginning in FY27.	Baseline NA	Projected 3	Projected 9
			Actual	Actual	Actual
3.1.2B	TCSG	Expand 2Gen programming by 10 communities by 2028	Baseline	Projected	Projected
			Actual	Actual	Actual

3.1.2B	Georgia Reads, TCSG, GPLS, GGR	All existing Georgia Reads, Get Georgia Reading, and CLCP communities host a minimum of one family literacy event per quarter (story hours, reading workshops, bilingual parent engagement, etc.).	Projected	Projected	Projected
			Actual	Actual	Actual
3.1.2B	GPLS TCSG DECAL	Participation in family literacy events statewide will increase to 25,000 families by 2028.	Baseline	Projected	Projected
			Actual	Actual	Actual
3.1.3A	Georgia Reads	Increase the number of social media engagements by X% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
- Launch Georgia Reads Community Collaborative in partnership with Georgia Public Library System, Georgia Municipal Association, the Technical College System of Georgia, Georgia Reads, the Get Georgia Reading Campaign - Increase the number of medical providers who use “Reach Out and Read,” “Talk with Me Baby,” “Small Talk,” or similar early language and literacy programs such as First Readers or Imagination Libraries that include age-appropriate books by establishing a unified marketing campaign to encourage physicians to provide resources and raise awareness of how and where to find resources					

Goal 3.2: Overview

Every community in Georgia is united in supporting literacy across the lifespan—from birth through adulthood. Families are actively engaged, literacy resources are widely accessible, and partnerships among school leaders, local government leaders, employers, medical professionals, community and faith-based organizations, the public library system, and business leaders are strong. These collaborative efforts ensure that families and caregivers understand the importance of early literacy and language development, and communities understand the critical role they play in that development. They ensure that every child enters school ready to learn, every adult has access to literacy growth opportunities, and every young adult transitions into post-secondary education or the workforce with the skills needed to thrive. As communities embrace literacy, they cultivate opportunity, and a stronger future for all Georgians.

To realize this vision Georgia has established two goals...

3.1 Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy.

3.2 Every adult in Georgia will possess literacy skills essential for the workforce.

If all adults in Georgia are to possess literacy skills essential for the workplace,

All adults will

- have access to knowledge, tools, and resources that support the development of essential literacy necessary to engage in meaningful employment.

Goal 3.2: Objectives and Key Results

Measurable Outcomes					
Objective	Agency or Data Source	Key Results	2026	2028	2030
3.2.1A	TCSG	Increase the number of employers offering adult literacy support by five employers annually	Baseline 1	Projected	Projected
			Actual	Actual	Actual
3.2.1C	Georgia Reads	Increase the number of local television, radio, and multi-media outlets in Georgia that share the public awareness campaign by X% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.2.1A	TCSG	Increase the number of professionals trained in adult literacy instruction and support by 10% annually	Baseline	Projected	Projected
			Actual	Actual	Actual
3.2.1B	TCSG	Increase adult enrollment in state-funded literacy and GED programs by 2%.	Baseline	Projected	Projected
			Actual	Actual	Actual
3.2.1B	TCSG/OAE, approved MOUs with employers	Increase the number of Adult Education Program Providers (30 total) who partner with employers statewide to 25 by 2028	Baseline	Projected 25	Projected 30
			Actual	Actual	Actual
3.2.1A	TCSG Workforce Development contracts and employer data	Increase the number of adults participating in workplace-based literacy or workforce credentialing programs to 1,000 by 2030	Baseline	Projected 750	Projected 1000
			Actual	Actual	Actual
3.2.1A		Increase the number of top 100 employers in Georgia offering literacy support programs to 50.	Baseline	Projected 35	Projected 50
			Actual	Actual	Actual
Future/Long Term Sustainability Goals					
• Sustain 2-3% annual growth in workplace literacy enrollment through employer partnerships and targeted outreach. • Design and implement models for adult literacy instruction in diverse settings.					